



General Assembly

January Session, 2017

Raised Bill No. 910

LCO No. 4348

* _____SB00910ED_____032717_____*

Referred to Committee on EDUCATION

Introduced by:
(ED)

***AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE
DEPARTMENT OF EDUCATION.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-198c of the general statutes is repealed and the
2 following is substituted in lieu thereof (*Effective July 1, 2017*):

3 (a) As used in this section:

4 (1) "Chronically absent child" means a child who is enrolled in a
5 school under the jurisdiction of a local or regional board of education
6 and whose total number of absences at any time during a school year
7 is equal to or greater than ten per cent of the total number of days that
8 such student has been enrolled at such school during such school year;

9 (2) "Absence" means [(A)] an excused absence, unexcused absence
10 or disciplinary absence, as those terms are defined by the State Board
11 of Education pursuant to section 10-198b; [, or (B) an in-school
12 suspension, as defined in section 10-233a, that is greater than or equal
13 to one-half of a school day;]

14 (3) "District chronic absenteeism rate" means the total number of

15 chronically absent children under the jurisdiction of a local or regional
16 board of education in the previous school year divided by the total
17 number of children under the jurisdiction of such board for such
18 school year; and

19 (4) "School chronic absenteeism rate" means the total number of
20 chronically absent children for a school in the previous school year
21 divided by the total number of children enrolled in such school for
22 such school year.

23 (b) (1) Each local and regional board of education that (A) has a
24 district chronic absenteeism rate of ten per cent or higher shall
25 establish an attendance review team for the school district, (B) has a
26 school under the jurisdiction of the board with a school chronic
27 absenteeism rate of fifteen per cent or higher shall establish an
28 attendance review team at such school, (C) has more than one school
29 under the jurisdiction of the board with a school chronic absenteeism
30 rate of fifteen per cent or higher shall establish an attendance review
31 team for the school district or at each such school, or (D) has a district
32 chronic absenteeism rate of ten per cent or higher and one or more
33 schools under the jurisdiction of the board with a school chronic
34 absenteeism rate of fifteen per cent or higher shall establish an
35 attendance review team for the school district or at each such school.
36 Such attendance review teams shall be established to address chronic
37 absenteeism in the school district or at the school or schools.

38 (2) Any attendance review team established under this subsection
39 may consist of school administrators, guidance counselors, school
40 social workers, teachers and representatives from community-based
41 programs who address issues related to student attendance by
42 providing programs and services to truants, as defined in section 10-
43 198a, and chronically absent children and their parents or guardians.
44 Each attendance review team shall be responsible for reviewing the
45 cases of truants and chronically absent children, discussing school
46 interventions and community referrals for such truants and chronically
47 absent children and making any additional recommendations for such

48 truants and chronically absent children and their parents or guardians.
49 Each attendance review team shall meet at least monthly.

50 Sec. 2. Section 10-76e of the general statutes is repealed and the
51 following is substituted in lieu thereof (*Effective July 1, 2017*):

52 Any school district which agrees to provide special education, as
53 part of a long-term regional plan approved by the State Board of
54 Education, for children requiring special education who reside in other
55 school districts or a private academy, as defined in section 10-289d,
56 which agrees to provide special education, as part of a long-term
57 regional plan approved by the State Board of Education, for children
58 requiring special education shall be eligible to receive a grant, through
59 progress payments in accordance with the provisions of section 10-
60 287i, in accordance with the provisions of chapter 173, which payments
61 shall total an amount equal to eighty per cent of the net eligible cost to
62 such district or to such academy of purchasing, constructing or
63 reconstructing appropriate facilities to be used primarily for children
64 requiring special education and equipping and furnishing of any such
65 purchase, construction or reconstruction. [provided such facilities
66 shall be approved by the State Board of Education and shall be an
67 adjunct to or connected with facilities for children in the regular school
68 program, except when the State Board of Education determines that
69 separate facilities would be of greater benefit to the children
70 participating in the long-term special education program.]

71 Sec. 3. Subsection (a) of section 10-145f of the general statutes is
72 repealed and the following is substituted in lieu thereof (*Effective July*
73 *1, 2017*):

74 (a) Each person formally admitted to a State Board of Education
75 approved teacher preparation program shall take the state reading,
76 writing and mathematics competency examination, prescribed by and
77 administered under the direction of the State Board of Education,
78 unless such person has qualified for a waiver of such test based on
79 criteria established by the State Board of Education. Each person's

80 essential skills test results shall be used as a diagnostic tool, in
81 accordance with the guidelines adopted by the State Board of
82 Education pursuant to section 5 of public act 16-41, for purposes of
83 providing any necessary remedial instruction to such person while he
84 or she is enrolled in such teacher preparation program.

85 Sec. 4. Section 10-145a of the general statutes is repealed and the
86 following is substituted in lieu thereof (*Effective July 1, 2017*):

87 [(a) The State Board of Education may, in accordance with section
88 10-19 and such regulations and qualifications as it prescribes, issue
89 certificates of qualification to teach, to administer, to supervise or to
90 serve in other positions requiring certification pursuant to regulations
91 adopted by the State Board of Education in any public school in the
92 state and may revoke the same. Any such regulations shall provide
93 that the qualifications to maintain any administrator, supervisor or
94 special service certificate shall incorporate the professional
95 development provisions of section 10-148a. The certificates of
96 qualification issued under this section shall be accepted by boards of
97 education in lieu of any other certificate, provided additional
98 qualifications may be required by a board of education, in which case
99 the state certificate shall be accepted for such subjects as it includes.]

100 [(b)] (a) Any candidate in a program of teacher preparation leading
101 to professional certification shall be encouraged to successfully
102 complete an intergroup relations component of such a program which
103 shall be developed with the participation of both sexes, and persons of
104 various ethnic, cultural and economic backgrounds. Such intergroup
105 relations program shall have the following objectives: (1) The
106 imparting of an appreciation of the contributions to American
107 civilization of the various ethnic, cultural and economic groups
108 composing American society and an understanding of the life styles of
109 such groups; (2) the counteracting of biases, discrimination and
110 prejudices; and (3) the assurance of respect for human diversity and
111 personal rights. The State Board of Education, the Board of Regents for
112 Higher Education, the Commission on Human Rights and

113 Opportunities and the Commission on Women, Children and Seniors
114 shall establish a joint committee composed of members of the four
115 agencies, which shall develop and implement such programs in
116 intergroup relations.

117 [(c)] (b) Any candidate in a program of teacher preparation leading
118 to professional certification shall be encouraged to complete a (1)
119 health component of such a program, which includes, but need not be
120 limited to, human growth and development, nutrition, first aid,
121 disease prevention and community and consumer health, and (2)
122 mental health component of such a program, which includes, but need
123 not be limited to, youth suicide, child abuse and alcohol and drug
124 abuse.

125 [(d)] (c) Any candidate in a program of teacher preparation leading
126 to professional certification shall complete a school violence, bullying,
127 as defined in section 10-222d, and suicide prevention and conflict
128 resolution component of such a program.

129 [(e)] (d) On and after July 1, 1998, any candidate in a program of
130 teacher preparation leading to professional certification shall complete
131 a computer and other information technology skills component of such
132 program, as applied to student learning and classroom instruction,
133 communications and data management.

134 [(f)] (e) On and after July 1, 2006, any program of teacher
135 preparation leading to professional certification shall include, as part
136 of the curriculum, instruction in literacy skills and processes that
137 reflects current research and best practices in the field of literacy
138 training. Such instruction shall (1) be incorporated into requirements
139 of student major and concentration, and (2) on and after July 1, 2015,
140 include not fewer than twelve clock hours of instruction in the
141 detection and recognition of, and evidence-based structured literacy
142 interventions for, students with dyslexia, as defined in section 10-3d.

143 [(g)] (f) On and after July 1, 2006, any program of teacher

144 preparation leading to professional certification shall include, as part
145 of the curriculum, instruction in the concepts of second language
146 learning and second language acquisition and processes that reflects
147 current research and best practices in the field of second language
148 learning and second language acquisition. Such instruction shall be
149 incorporated into requirements of student major and concentration.

150 [(h)] (g) On and after July 1, 2011, any program of teacher
151 preparation leading to professional certification may permit teaching
152 experience in a nonpublic school, approved by the State Board of
153 Education, and offered through a public or private institution of higher
154 education to count towards the preparation and eligibility
155 requirements for an initial educator certificate, provided such teaching
156 experience is completed as part of a cooperating teacher program, in
157 accordance with the provisions of subsection (d) of section 10-220a.

158 [(i)] (h) On and after July 1, 2012, any candidate entering a program
159 of teacher preparation leading to professional certification shall be
160 required to complete training in competency areas contained in the
161 professional teaching standards established by the State Board of
162 Education, including, but not limited to, development and
163 characteristics of learners, evidence-based and standards-based
164 instruction, evidence-based classroom and behavior management,
165 assessment and professional behaviors and responsibilities and the
166 awareness and identification of the unique learning style of gifted and
167 talented children, social and emotional development and learning of
168 children, and cultural competency. The training in social and
169 emotional development and learning of children shall include
170 instruction concerning a comprehensive, coordinated social and
171 emotional assessment and early intervention for children displaying
172 behaviors associated with social or emotional problems, the
173 availability of treatment services for such children and referring such
174 children for assessment, intervention or treatment services. The
175 training in cultural competency shall include instruction concerning
176 the awareness of students' background and experience that lead to the

177 development of skills, knowledge and behaviors that enable educators
178 and students to build positive relationships and work effectively in
179 cross-cultural situations.

180 [(j)] (i) On and after July 1, 2016, any program of teacher preparation
181 leading to professional certification shall require, as part of the
182 curriculum, clinical experience, field experience or student teaching
183 experience in a classroom during four semesters of such program of
184 teacher preparation. Such clinical experience, field experience or
185 student teaching experience shall occur: (1) In a school district that has
186 been categorized by the Department of Education as District Reference
187 Group A, B, C, D or E, and (2) in a school district that has been
188 categorized by the department as District Reference Group F, G, H or I.
189 Such clinical experience, field experience or student teaching
190 experience may include a cooperating teacher serving as a mentor to
191 student teachers, provided such cooperating teacher has received a
192 performance evaluation designation of exemplary or proficient,
193 pursuant to section 10-151b, for the prior school year.

194 [(k)] (j) On and after July 1, 2012, any program of teacher
195 preparation leading to professional certification shall include, as part
196 of the curriculum, instruction in the implementation of student
197 individualized education programs as it relates to the provision of
198 special education and related services, including, but not limited to,
199 the provision of services to gifted and talented children.

200 Sec. 5. Subsection (a) of section 10-220a of the general statutes is
201 repealed and the following is substituted in lieu thereof (*Effective July*
202 *1, 2017*):

203 (a) Each local or regional board of education shall provide an in-
204 service training program for its teachers, administrators and pupil
205 personnel who hold the initial educator, provisional educator or
206 professional educator certificate. Such program shall provide such
207 teachers, administrators and pupil personnel with information on (1)
208 the nature and the relationship of drugs, as defined in subdivision (17)

209 of section 21a-240, and alcohol to health and personality development,
 210 and procedures for discouraging their abuse, (2) health and mental
 211 health risk reduction education that includes, but need not be limited
 212 to, the prevention of risk-taking behavior by children and the
 213 relationship of such behavior to substance abuse, pregnancy, sexually
 214 transmitted diseases, including HIV-infection and AIDS, as defined in
 215 section 19a-581, violence, teen dating violence, domestic violence, child
 216 abuse and youth suicide, (3) the growth and development of
 217 exceptional children, including handicapped and gifted and talented
 218 children and children who may require special education, including,
 219 but not limited to, children with attention-deficit hyperactivity
 220 disorder or learning disabilities, and methods for identifying, planning
 221 for and working effectively with special needs children in a regular
 222 classroom, including, but not limited to, implementation of student
 223 individualized education programs, (4) school violence prevention,
 224 conflict resolution, the prevention of and response to youth suicide
 225 and the identification and prevention of and response to bullying, as
 226 defined in subsection (a) of section 10-222d, except that those boards of
 227 education that implement any evidence-based model approach that is
 228 approved by the Department of Education and is consistent with
 229 subsection [(d)] (c) of section 10-145a, as amended by this act, sections
 230 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c and
 231 sections 1 and 3 of public act 08-160, shall not be required to provide
 232 in-service training on the identification and prevention of and
 233 response to bullying, (5) cardiopulmonary resuscitation and other
 234 emergency life saving procedures, (6) computer and other information
 235 technology as applied to student learning and classroom instruction,
 236 communications and data management, (7) the teaching of the
 237 language arts, reading and reading readiness for teachers in grades
 238 kindergarten to three, inclusive, (8) second language acquisition in
 239 districts required to provide a program of bilingual education
 240 pursuant to section 10-17f, (9) the requirements and obligations of a
 241 mandated reporter, (10) the teacher evaluation and support program
 242 adopted pursuant to subsection (b) of section 10-151b, (11) the
 243 detection and recognition of, and evidence-based structured literacy

244 interventions for, students with dyslexia, as defined in section 10-3d,
 245 and (12) cultural competency consistent with the training in cultural
 246 competency described in subsection [(i)] (h) of section 10-145a, as
 247 amended by this act. Each local and regional board of education may
 248 allow any paraprofessional or noncertified employee to participate, on
 249 a voluntary basis, in any in-service training program provided
 250 pursuant to this section. The State Board of Education, within available
 251 appropriations and utilizing available materials, shall assist and
 252 encourage local and regional boards of education to include: (A)
 253 Holocaust and genocide education and awareness; (B) the historical
 254 events surrounding the Great Famine in Ireland; (C) African-American
 255 history; (D) Puerto Rican history; (E) Native American history; (F)
 256 personal financial management; (G) domestic violence and teen dating
 257 violence; (H) mental health first aid training; (I) trauma-informed
 258 practices for the school setting to enable teachers, administrators and
 259 pupil personnel to more adequately respond to students with mental,
 260 emotional or behavioral health needs; (J) second language acquisition,
 261 including, but not limited to, language development and culturally
 262 responsive pedagogy; and (K) topics approved by the state board upon
 263 the request of local or regional boards of education as part of in-service
 264 training programs pursuant to this subsection.

265 Sec. 6. Section 10-226f of the general statutes is repealed and the
 266 following is substituted in lieu thereof (*Effective July 1, 2017*):

267 The State Board of Education shall select one of its employees to
 268 assume responsibility, in addition to whatever other duties said board
 269 may prescribe, as coordinator of intergroup relations, and shall
 270 prescribe duties for such coordinator and for any other of its
 271 employees as may be necessary to carry out effectively the purposes of
 272 subsection [(b)] (a) of section 10-145a, as amended by this act, this
 273 section and section 10-226g, as amended by this act.

274 Sec. 7. Section 10-226g of the general statutes is repealed and the
 275 following is substituted in lieu thereof (*Effective July 1, 2017*):

276 Each regional and local board of education may, in accordance with
 277 such regulations as may be prescribed by the State Board of Education,
 278 provide a program in intergroup relations training for all teachers
 279 employed in the public schools of the district. In addition, each such
 280 board may select one of its employees to assume responsibility as
 281 coordinator of intergroup relations. No regulation of the State Board of
 282 Education shall require a local or regional board of education to hire
 283 new personnel to carry out the purposes of subsection [(b)] (a) of
 284 section 10-145a, as amended by this act, section 10-226f, as amended by
 285 this act, and this section. Each such coordinator shall, utilizing local
 286 resources to the extent available, with the assistance of the coordinator
 287 of intergroup relations for the State Board of Education: (1) Provide for
 288 the conduct of workshops and training programs in intergroup
 289 relations for all teachers in each school; (2) evaluate, and recommend
 290 the use of, textbooks and curricula material concerning racial and
 291 cultural minorities; and (3) introduce and implement programs of
 292 intergroup relations in such schools.

293 Sec. 8. Subsection (a) of section 10-145b of the general statutes is
 294 repealed and the following is substituted in lieu thereof (*Effective July*
 295 *1, 2017*):

296 (a) The State Board of Education, upon receipt of a proper
 297 application, shall issue an initial educator certificate to any person who
 298 [has graduated (1) from a four-year baccalaureate program of teacher
 299 education as approved by said state board, (2) from a four-year
 300 baccalaureate program approved by said state board or from a college
 301 or university accredited by the Board of Regents for Higher Education
 302 or Office of Higher Education or regionally accredited, or (3) from the
 303 summer or weekend and evening alternate route to certification
 304 program administered by the Office of Higher Education, provided
 305 such person has taken such teacher training equivalents as the State
 306 Board of Education shall require and, unless such equivalents are
 307 taken at institutions outside of this state, as the board of regents shall
 308 accredit] (1) holds a bachelor's degree from an institution of higher

309 education accredited by the Board of Regents for Higher Education or
 310 Office of Higher Education or is regionally accredited, and (2) has
 311 completed (A) an educator preparation program approved by the State
 312 Board of Education or the appropriate governing body in the state in
 313 which the institution of higher education is located, or (B) an alternate
 314 route to certification program approved by the State Board of
 315 Education or the appropriate governing body in the state in which
 316 such alternate route to certification program is located, and satisfies
 317 the requirements for a temporary ninety-day certificate, pursuant to
 318 subsection (c) of this section, or a resident teacher certificate, pursuant
 319 to section 10-145m. In addition, on and after July 1, 1993, each
 320 applicant shall have completed a subject area major as defined by the
 321 State Board of Education, except as provided in section 10-145l. Each
 322 such initial educator certificate shall be valid for three years, except as
 323 provided in subsection (c) of this section, and may be extended by the
 324 Commissioner of Education for an additional year for good cause upon
 325 the request of the superintendent in whose school district such person
 326 is employed or upon the request of the assessment team reviewing
 327 such person's performance.

328 Sec. 9. Subsection (c) of section 10-145b of the general statutes is
 329 repealed and the following is substituted in lieu thereof (*Effective July*
 330 *1, 2017*):

331 (c) (1) The State Board of Education, upon request of a local or
 332 regional board of education, shall issue a temporary ninety-day
 333 certificate to any applicant in the certification endorsement areas of
 334 elementary education, middle grades education, secondary academic
 335 subjects, special subjects or fields, special education, early childhood
 336 education and administration and supervision, or in the certification
 337 endorsement areas corresponding to teacher shortage areas, as
 338 determined by the Commissioner of Education pursuant to section 10-
 339 8b, when the following conditions are met:

340 (A) The employing agent of a board of education makes a written
 341 request for the issuance of such certificate and attests to the existence

342 of a special plan for supervision of temporary ninety-day certificate
343 holders;

344 (B) The applicant meets the following requirements, except as
345 otherwise provided in subparagraph (C) of this subdivision:

346 (i) Holds a bachelor's degree from an institution of higher education
347 accredited by the Board of Regents for Higher Education or Office of
348 Higher Education or regionally accredited with a major either in or
349 closely related to the certification endorsement area in which the
350 requesting board of education is placing the applicant or, in the case of
351 secondary or special subject or field endorsement area, possesses at
352 least the minimum total number of semester hours of credit required
353 for the content area, except as provided in section 10-145f;

354 (ii) Has met the requirements pursuant to subsection (b) of section
355 10-145f;

356 (iii) Presents a written application on such forms as the
357 Commissioner of Education shall prescribe;

358 (iv) Has successfully completed an alternate route to certification
359 program provided by the Board of Regents for Higher Education or
360 the Office of Higher Education or public or independent institutions of
361 higher education, regional educational service centers or private
362 teacher or administrator training organizations and approved by the
363 State Board of Education;

364 (v) Possesses an undergraduate college overall grade point average
365 of at least "B" or, if the applicant has completed at least twenty-four
366 hours of graduate credit, possesses a graduate grade point average of
367 at least "B"; and

368 (vi) Presents supporting evidence of appropriate experience
369 working with children; and

370 (C) The Commissioner of Education may waive the requirements of

371 subparagraphs (B)(v) or (B)(vi), or both, of this subdivision upon a
372 showing of good cause.

373 [(2) A person serving under a temporary ninety-day certificate shall
374 participate in a beginning support and assessment program pursuant
375 to section 10-220a which is specifically designed by the state
376 Department of Education for holders of temporary ninety-day
377 certificates.]

378 [(3)] (2) Notwithstanding the provisions of subsection (a) of this
379 section [to the contrary,] on and after July 1, 1989, the State Board of
380 Education, upon receipt of a proper application, shall issue an initial
381 educator certificate, which shall be valid for three years, to any person
382 who has taught successfully while holding a temporary ninety-day
383 certificate and meets the requirements established in regulations
384 adopted pursuant to section 10-145d.

385 Sec. 10. Subsection (e) of section 10-266aa of the general statutes is
386 repealed and the following is substituted in lieu thereof (*Effective July*
387 *1, 2017*):

388 (e) Once the program is in operation in the region served by a
389 regional educational service center pursuant to subsection (c) of this
390 section, the Department of Education shall provide an annual grant to
391 such regional educational service center to assist school districts in its
392 area in administering the program and to provide staff to assist
393 students participating in the program to make the transition to a new
394 school and to act as a liaison between the parents of such students and
395 the new school district. Each regional educational service center shall
396 determine which school districts in its area are located close enough to
397 a priority school district to make participation in the program feasible
398 in terms of student transportation pursuant to subsection (f) of this
399 section, provided any student participating in the program prior to
400 July 1, 1999, shall be allowed to continue to attend the same school
401 such student attended prior to said date in the receiving district until
402 the student completes the highest grade in such school. [Not later than

403 April fifteenth of each school year, each regional educational service
 404 center shall report to the Department of Education the number of
 405 spaces available for the following school year for out-of-district
 406 students under the program.] If there are more students who seek to
 407 attend school in a receiving district than there are spaces available, the
 408 regional educational service center shall assist the school district in
 409 determining attendance by the use of a lottery or lotteries designed to
 410 preserve or increase racial, ethnic and economic diversity, except that
 411 the regional educational service center shall give preference to siblings
 412 and to students who would otherwise attend a school that has lost its
 413 accreditation by the New England Association of Schools and Colleges
 414 or has been identified as in need of improvement pursuant to the No
 415 Child Left Behind Act, P.L. 107-110. The admission policies shall be
 416 consistent with section 10-15c and this section. No receiving district
 417 shall recruit students under the program for athletic or extracurricular
 418 purposes. Each receiving district shall allow out-of-district students it
 419 accepts to attend school in the district until they graduate from high
 420 school.

421 Sec. 11. Subdivision (4) of subsection (a) of section 10-264i of the
 422 general statutes is repealed and the following is substituted in lieu
 423 thereof (*Effective from passage*):

424 (4) In addition to the grants otherwise provided pursuant to this
 425 section, the Commissioner of Education may provide supplemental
 426 transportation grants to regional educational service centers for the
 427 purposes of transportation to interdistrict magnet schools. Any such
 428 grant shall be provided within available appropriations and after the
 429 commissioner has reviewed and approved the total interdistrict
 430 magnet school transportation budget for a regional educational service
 431 center, including all revenue and expenditure estimates. For the fiscal
 432 years ending June 30, 2013, to June 30, [2016] 2017, inclusive, in
 433 addition to the grants otherwise provided pursuant to this section, the
 434 Commissioner of Education may provide supplemental transportation
 435 to interdistrict magnet schools that assist the state in meeting the goals

436 of the 2008 stipulation and order for Milo Sheff, et al. v. William A.
 437 O'Neill, et al., as extended, or the goals of the 2013 stipulation and
 438 order for Milo Sheff, et al. v. William A. O'Neill, et al., as extended, and
 439 for transportation provided by EASTCONN to interdistrict magnet
 440 schools. Any such grant shall be provided within available
 441 appropriations and upon a comprehensive financial review, by an
 442 auditor selected by the Commissioner of Education, the costs of such
 443 review may be paid from funds that are part of the supplemental
 444 transportation grant. Any such grant shall be paid as follows: For the
 445 fiscal year ending June 30, 2013, up to fifty per cent of the grant on or
 446 before June 30, 2013, and the balance on or before September 1, 2013,
 447 upon completion of the comprehensive financial review; for the fiscal
 448 year ending June 30, 2014, up to fifty per cent of the grant on or before
 449 June 30, 2014, and the balance on or before September 1, 2014, upon
 450 completion of the comprehensive financial review; for the fiscal year
 451 ending June 30, 2015, up to fifty per cent of the grant on or before June
 452 30, 2015, and the balance on or before September 1, 2015, upon
 453 completion of the comprehensive financial review; and for the fiscal
 454 year ending June 30, 2016, up to fifty per cent of the grant on or before
 455 June 30, 2016, and the balance on or before September 1, 2016, upon
 456 completion of the comprehensive financial review; and for the fiscal
 457 year ending June 30, 2017, up to seventy per cent of the grant on or
 458 before June 30, 2017, and the balance on or before May 30, 2018, upon
 459 completion of the comprehensive financial review.

460 Sec. 12. Section 10-14n of the general statutes is repealed and the
 461 following is substituted in lieu thereof (*Effective July 1, 2017*):

462 (a) As used in this section, "mastery examination" means (1) for
 463 students enrolled in grades three to eight, inclusive, an examination or
 464 examinations, approved by the State Board of Education, that
 465 measures essential and grade-appropriate skills in reading, writing or
 466 mathematics, (2) for students enrolled in grades five, eight and [ten]
 467 eleven, an examination, approved by the State Board of Education, that
 468 measures essential and grade-appropriate skills in science, and (3) for

469 students enrolled in grade eleven, a nationally recognized college
470 readiness assessment, approved by the State Board of Education, that
471 measures essential and grade-appropriate skills in reading, writing
472 and mathematics.

473 (b) (1) For the school year commencing July 1, 2015, and each school
474 year thereafter, each student enrolled in grades three to eight,
475 inclusive, and grade eleven in any public school shall, annually, take a
476 mastery examination in reading, writing and mathematics during the
477 regular school day.

478 (2) For the school [year] years commencing July 1, 2013, [and each
479 school year thereafter] to July 1, 2017, inclusive, each student enrolled
480 in grades five, eight and ten in any public school shall, annually, in
481 March or April, take a state-wide mastery examination in science
482 during the regular school day.

483 (3) For the school year commencing July 1, 2018, and each school
484 year thereafter, each student enrolled in grades five, eight and eleven
485 in any public school shall annually take a state-wide mastery
486 examination in science during the regular school day.

487 (c) (1) Mastery examinations, as defined in subdivision (1) of
488 subsection (a) of this section, given to students enrolled in grades three
489 to eight, inclusive, pursuant to subdivision (1) of subsection (b) of this
490 section, shall be provided by and administered under the supervision
491 of the State Board of Education.

492 (2) Mastery examinations, as defined in subdivision (2) of subsection
493 (a) of this section, given to students enrolled in grades five, eight and
494 ten or eleven, pursuant to [subdivision] subdivisions (2) and (3) of
495 subsection (b) of this section, shall be provided by and administered
496 under the supervision of the State Board of Education.

497 (3) Mastery examinations, as defined in subdivision (3) of subsection
498 (a) of this section, given to students enrolled in grade eleven, pursuant
499 to subdivision (1) of subsection (b) of this section, shall be paid for by

500 the State Board of Education and administered by the provider of such
501 nationally recognized college readiness assessment in accordance with
502 the provisions of the agreement between the state board and such
503 provider, pursuant to section 10-14x.

504 (d) The scores on each component of the mastery examination, as
505 defined in subdivision (3) of subsection (a) of this section, for each
506 eleventh grade student may be included on the permanent record and
507 transcript of each such student who takes such examination. For each
508 eleventh grade student who meets or exceeds the state-wide mastery
509 goal level on any component of the mastery examination, a
510 certification of having met or exceeded such goal level shall be made
511 on the permanent record and the transcript of each such student and
512 such student shall be issued a certificate of mastery for such
513 component.

514 (e) No public school may require achievement of a satisfactory score
515 on a mastery examination, or any subsequent retest on a component of
516 such examination as the sole criterion of promotion or graduation.

517 (f) (1) For the school year commencing July 1, 2015, and each school
518 year thereafter, the scores on each component of the mastery
519 examination for students who are English language learners, as
520 defined in section 10-76kk, and who have been enrolled in a school in
521 this state or another state for fewer than twenty school months, shall
522 not be used for purposes of calculating the school performance index,
523 pursuant to section 10-223e, or the district performance index,
524 pursuant to section 10-262u.

525 (2) For the school year commencing July 1, 2015, and each school
526 year thereafter, mastery examinations pursuant to subsection (b) of
527 this section shall be offered in the most common native language of
528 students who are English language learners taking such mastery
529 examinations and any additional native languages of such students
530 when mastery examinations in such native languages are developed
531 and have been approved by the United States Department of

532 Education.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2017</i>	10-198c
Sec. 2	<i>July 1, 2017</i>	10-76e
Sec. 3	<i>July 1, 2017</i>	10-145f(a)
Sec. 4	<i>July 1, 2017</i>	10-145a
Sec. 5	<i>July 1, 2017</i>	10-220a(a)
Sec. 6	<i>July 1, 2017</i>	10-226f
Sec. 7	<i>July 1, 2017</i>	10-226g
Sec. 8	<i>July 1, 2017</i>	10-145b(a)
Sec. 9	<i>July 1, 2017</i>	10-145b(c)
Sec. 10	<i>July 1, 2017</i>	10-266aa(e)
Sec. 11	<i>from passage</i>	10-264i(a)(4)
Sec. 12	<i>July 1, 2017</i>	10-14n

ED *Joint Favorable*